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| AISI PROJECT REPORT for the Cycle 4 of AISI (2009-2012)  Bowden Grandview School  Fostering Student Engagement in a Connected Age |

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| **SECTION A1: PROJECT DEMOGRAPHICS**  A. Grades  **preK**  **K**  **1**  **2**  **3**  **4**  **5**  **6**  **7**  **8 9** **10** **11** **12**  **B. Number of students: 373**   1. **Target Population** \*select as many as are appropriate   **Economically disadvantaged students**  **ESL** **students……………………………**  **General population (regular program students)**  **Gifted/talented students**  **Students with mild/moderate**  **special needs**  **At risk**     1. **Project Focus** \*select as many as are appropriate   **English/Language Arts**  **Mathematics**  **Social Studies**  **Science**  **Second Languages**  **Performing and Fine Arts**  **Career and Technology Studies**  **Health/Life Skills**  **Increased Graduation Rates**  **Information/Communications Technology**  **Physical Education**  **Knowledge and Employability**  **Core / General Student Achievement** |
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| SECTION A2: GOALS |
| SECTION A3: STRATEGIES |
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| Section B. Quantitative Measures (From Project Proposal Section B.6a & b)    **(Note: Please complete shaded areas only; other information will be provided by the system)**  **MEASURES Grades 10-12** | | | | | | | | | |
|  |  | | **2009/2010** | | **2010/2011** | | **2011/2012** | |  |
| **Measure** | Baseline | | Target | Actual | Target | Actual | **Target** | **Actual** | **Number Measured** |
| The percentage of high school courses that have been successfully completed (50% or higher) | 94.4 | |  |  |  |  |  |  | 1006 |
| **Baseline Comment:** Baseline has been established based on the actual results from the 2008-2009 Annual Report. This data will be collected each year from RACERS data which is available in late **November** each year. Successful completion is defined as those students who have achieved 50% or higher on a course. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| The percentage of high school courses that have been successfully completed **(80% or higher)** | 42.3 |  | |  |  |  |  |  | 1006 |
| **Baseline Comment:** Baseline has been established based on the actual results from the 2008-2009 Annual Report. This data will be collected each year from RACERS data which is available in late **November** each year. Successful completion is defined as those students who have achieved 50% or higher on a course. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| The percentage of student completing high school within 3 years (3 year rate). | 73.0 |  | |  |  |  |  |  | 34 |
| Baseline Comment: Baseline has been established based on the three year rolling average from 2006-2008 as indicated in the accountability pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| The percentage of parents who have logged in to Power School for access to student achievement data. |  | |  |  |  |  |  |  |  |
| Baseline Comment: Baseline will be established Spring 2010 upon implementation of Power School. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| The percentage of students who have logged in to Power School for access to student achievement data. |  | |  |  |  |  |  |  |  |
| Baseline Comment: Baseline will be established Spring 2010 upon implementation of Power School. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |

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| Section C. Qualitative Measures (From Project Proposal Section B.6c & d)    (Note: Please complete shaded areas only; other information will be provided by the system)  K-12 Measures: Accountability Pillar | | | | | | | | | |
| **Measure** | **Base-line** | **2006/2007** | | **2007/2008** | | **2008/2009** | | N\* | **Response Rate (For surveys only)** |
| **Target** | **Actual** | **Target** | **Actual** | **Target** | **Actual** |
| 1. The percentage of **parents** satisfied with the opportunities for their child to learn about computers | 84 |  |  |  |  |  |  | 19/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar . | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 2.. The percentage of **parents** who indicate their child clearly understands what he or she is expected to learn at school. | 67 |  |  |  |  |  |  | 18/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 3. The percentage of **parents** who indicate their child finds school challenging. | 84 |  |  |  |  |  |  | 19/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 4. The percentage of **parents** who indicate their child finds school work interesting | 74 |  |  |  |  |  |  | 19/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 5 The percentage of **parents** who indicate their child is learning what he or she needs to know. | 83 |  |  |  |  |  |  | 18/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 1. The percentage of **teachers** satisfied with the opportunities for their child to learn about computers | 91 |  |  |  |  |  |  | 22/? |  |
| Baseline Comment: Baseline was established September 2008 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 2.. The percentage of **teachers** who indicate students at your school are learning what they need to know. | 91 |  |  |  |  |  |  | 22/? |  |
| Baseline Comment Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 3.. The percentage of **teachers** who indicate students at your school clearly understand what they are expected to learn at school. | 100 |  |  |  |  |  |  | 22/? |  |
| Baseline Comment Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 4. The percentage of **teachers** who indicate students at your school find school work challenging. | 95 |  |  |  |  |  |  | 22/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 5.. The percentage of **teachers** who indicate students at your school find school work interesting. | 91 |  |  |  |  |  |  | 22/? |  |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 6. The percentage of **teachers** who indicate that the school has a process for teaching digital citizenship to students. |  |  |  |  |  |  |  |  |  |
| Baseline Comment: Baseline will be established **Spring 2010** upon implementation of this question in Schollie Surveys. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 7. The percentage of **teachers** who indicate that they are satisfied with their knowledge about what it means to be a digital citizen. |  |  |  |  |  |  |  |  |  |
| Baseline Comment: Baseline will be established **Spring 2010** upon implementation of this question in Schollie Surveys. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 1. The percentage of **students** satisfied with the opportunities to learn about computers. | 88.1 |  |  |  |  |  |  | 61/67 | 91 |
| Baseline Comment Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 2. The percentage of **students** who indicate “it is clear what I am expected to learn at School.” | 77.0 |  |  |  |  |  |  | 57/58 | 98.3 |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 3. The percentage of **students** who indicate “my work is challenging” | 85.8 |  |  |  |  |  |  | 35/58 | 60.3 |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 4. The percentage of **students** who indicate “my school work is interesting.” | 47.4 |  |  |  |  |  |  | 15/58 | 25.9 |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 5. The percentage of **students** who indicate “the core subjects (math, ELA, SS, Sc) I am learning at school are useful to me. | 85.9 |  |  |  |  |  |  | 57/58 | 98.3 |
| Baseline Comment: Baseline was established September 2009 based on results from 2009 Accountability Pillar. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |
| 6. The percentage of **students** who indicate they understand what digital citizenship means. |  |  |  |  |  |  |  |  |  |
| Baseline Comment: Baseline will be established **Spring 2010** upon implementation of this question in Schollie Surveys for grades 4, 5, 6, 8, 10 and 12. | | | | | | | | | |
| Comment on results (optional) | | | | | | | | | |

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| Section D. Descriptions of Quality Measures (From Project Proposal Section B.6e)    **(Note: Please complete shaded areas only; other information will be provided by the system)**  **FOCUS GROUPS – ALL GRADES (Do in the Spring)** | | | | | |
|  | **Current Situation** | | **Desired Change** | **Success Indicators** | |
| 1  TEACHERS  (ALL STAFF USING TEACHER EFFECTIVENESS FRAMEWORK) | Teacher access and understanding of instruction and assessment practices in a digital/connected context must continue to grow. | | Teachers feel confident in providing rich instructional and assessment tasks that facilitate students' intellectual engagement. | Teachers will indicate the degree to which they **use assessment and technology to enhance student learning and engagement.** | |
|  | **As you answer these questions, please indicate:**   * **How well was the success indicator achieved?** * **Provide a summary of what you learned from your focus group**    1. **Assessment Practices**   **Very Well Well Marginally Not at all N/A\***   * + 1. How do **your students** use assessment feedback to improve their learning?     2. How do **you** use assessment feedback to guide future instruction?   1. **Student Engagement**   **Very Well Well Marginally Not at all N/A\***   * + 1. What do you see or hear that lets you know your students are engaged in your classroom? [may need to define engagement if your group doesn’t understand – interested, immersed in the work]     2. Thinking about instructional and assessment practices, what do you do to facilitate such engagement?   1. **Technology**   **Very Well Well Marginally Not at all N/A\***   * + 1. How is technology enhancing student learning and engagement within your subject areas or your classroom? [this may bring out both positive experiences and challenges which may assist in planning] | | | | |
| 2  STUDENTS  (FOCUS GROUPS – DISTRICT QUESTIONS – CAN ADD ADDITIONAL SCHOOL QUESTION) | Intellectual engagement of students in their learning is of great importance in Chinook's Edge [Accountability Pillar: 54.7% of grade 7 and 10 students indicated that school work is interesting]. Currently the majority of our students are not exposed to rich instructional and assessment practices designed for the 21st century learner. | | To foster student engagement through effective assessment and instructional practices with an emphasis on the digital context.  - Students will be actively involved in the assessment process which results in students learning to manage their own learning  - students are engaged in instructional tasks that use technology in ways that promote critical thinking and problem solving | | **Student focus group comments** will be gathered, analyzed and reported to provide an indication that students were actively involved in the assessment process,  student tasks and projects were designed to include digital experiences that included opportunities for interpersonal exchange, information collection and analysis, and problem solving  - Students are engaged in authentic tasks requiring a range of technologies that require critical thinking, problem solving and real-world contexts. |
|  | **As you answer these questions, please indicate:**   * **How well was the success indicator achieved?** * **Provide a summary of what you learned from your focus group**  1. **Assessment Practices**   **Very Well Well Marginally Not at all N/A\***   * + 1. How do you use assessment feedback to improve your learning?  1. **Student Engagement**   **Very Well Well Marginally Not at all N/A\***   * + 1. Describe what it looks and sounds like when you are interested [engaged] in your learning.     2. What makes it difficult for you to learn at your best?     3. What can we do to help your learning?  1. **Technology**   **Very Well Well Marginally Not at all N/A\***   * + 1. How do you use technology to help you learn? | | | | |
| 3  PARENTS  Note: (DISTRICT QUESTIONS focus group, survey, interviews may be used with parents- CAN ADD SCHOOL QUESTIONS) | Intellectual engagement of students in their learning is of great importance in Chinook's Edge [Accountability Pillar: 54.7% of grade 7 and 10 students indicated that school work is interesting]. Currently the majority of our students are not exposed to rich instructional and assessment practices designed for the 21st century learner. | To foster student engagement through effective assessment and instructional practices with an emphasis on the digital context.  - Students will be actively involved in the assessment process which results in students learning to manage their own learning  - students are engaged in instructional tasks that use technology in ways that promote critical thinking and problem solving | | | **PARENT focus group comments, surveys or interview** will be gathered, analyzed and reported to provide an indication that: students were actively involved in the assessment process  - student tasks and projects were designed to include digital experiences that included opportunities for interpersonal exchange, information collection and analysis, and problem solving  - Students are engaged in authentic tasks requiring a range of technologies that require critical thinking, problem solving and real-world contexts. |
|  | **As you answer these questions, please indicate:**   * **How well was the success indicator achieved?** * **Provide a summary of what you learned from your focus group**    1. **Assessment Practices**       1. How do you know what is expected of your child in relation to his or her learning?      2. How do you know how well your child is doing and what needs to be done to improve his or her learning?   2. **Student Engagement**       1. What engages your child at school [in relation to their learning]? [e.g. gets them excited, interested, enthusiastic]      2. What can we further do as a school to increase student engagement in their learning?   3. **Technology**       1. How does your child use technology to enhance their learning in school? [enhance – make learning more meaningful, relevant, interesting]      2. What concerns do you have about your child using technology in the classroom and how can the school address these concerns? | | | | |

SECTION G: AISI CYCLE 4 PROJECT RESULTS SUMMARY

In order to share what is learned through AISI, please analyze and interpret your findings in the sections below.

Note: Point form is preferred.

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| Section G1 – Summarize and Analyze Student OutcomesUsing the evidence that you have collected (Qualitative, Quantitative and Description of Quality Measures in Sections B, C & D). |
| Provide a summary and explanation of overall student outcomes by explaining the extent to which student learning targets were achieved. (Point form is preferred.) |

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| 2009/2010 |  |

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| 2010/2011 |  |

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| --- | --- |
| 2011/2012 | (Only Year 3) |

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| Section G2 – Effective Practices (Processes) |
| **Select a category (1-5) and describe** **one** effective practice that resulted from this project. If you have additional effective practices to share, please complete the appropriate category below. Leave any box blank if you do not wish to share an effective practice in a particular category. |

**1. Instructional Strategy**

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| 2009/10 |  |

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| 2010/11 |  |

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| --- | --- |
| 2011/12 | (Only Year 3) |

**2. Professional Development**

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| --- | --- |
| 2009/10 |  |

|  |  |
| --- | --- |
| 2010/11 |  |

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| --- | --- |
| 2011/12 | (Only Year 3) |

**3. Student Assessment**

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| --- | --- |
| 2009/10 |  |

|  |  |
| --- | --- |
| 2010/11 | (Only Year 2) |

|  |  |
| --- | --- |
| 2011/12 | (Only Year 3) |

**4. Project Management**

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| 2009/10 |  |

|  |  |
| --- | --- |
| 2010/11 | (Only Year 2) |

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| 2011/12 | (Only Year 3) |

**5. Parental Involvement**

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| --- | --- |
| 2009/10 |  |

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| --- | --- |
| 2010/11 | (Only Year 2) |

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| 2011/12 | (Only Year 3) |

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| G3. Project Summary and Reflections |

**1. What is working well in your AISI project?** (Point form preferred)

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| 2009/10 |  |

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| 2010/11 |  |

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| 2011/12 | (Only Year 3) |

**2. What did not work well?** (Point form preferred)

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| 2009/10 |  |

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| 2010/11 |  |

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| 2011/12 | (Only Year 3) |

**3. Outline and explain the project adjustments (if applicable).** (Point form referred)

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| 2009/10 | - |

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| 2010/11 |  |

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| 2011/12 | (Only Year 3) |

**4. Specify how you shared and celebrated your AISI project and findings.** (Point form preferred)

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| 2009/10 |  |

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| 2010/11 |  |

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| 2011/12 | (Only Year 3) |

**5. Explain the unanticipated results/effects? (if applicable)** (Point form preferred)

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| --- | --- |
| 2009/10 | - |

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| 2010/11 | . |

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| 2011/12 | (Only Year 3) |

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| G4. Sustainability (Optional in Year 1 and 2 – Required in final year) How will this project be sustained? |

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| Section H. Attachments (Optional)  **\***Please attach additional supporting documents in this section. |

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| Section I – Superintendent / CEO Certification and  Electronic “Signature” Approval |
| * The information provided in this AISI Project Annual Report is, to the best of my knowledge and belief, accurate, reliable and valid. I believe that all AISI requirements have been met. * The school authority has the documentation and systems that support the reported information. * Parents are involved and aware of the progress and results of the project.       Superintendent/CEO Name  (Electronic signature) |